English Language Education Department Students Habit on the Use of Dictionary in Improving Vocabulary

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ABSTRACT

Background: Vocabulary is one of basic language skills that is important to learn. Vocabulary mastery can improve their four skills of English, namely speaking, listening, reading and writing. The dictionary is one way to improve students' vocabulary because it contains details regarding pronunciation, spelling, meaning, definition, phonetics and etymologies of words. This research conducted to examine the English Language Education Department students' habit on the use of dictionary.

Purpose: this study purpose is to discover the habit level of English Language Education Department students' when using dictionary and to investigate the types of dictionary used by English Language Education Department students.

Methods: This research used the quantitative method and was conducted at an English Language Education Department from a university in Yogyakarta. The population numbered in 118 and the sample were 99 students of ELED students from batch 2015. The instrument of this research was a questionnaire. The data of this research was analyzed using descriptive statistic.

Result: The findings shows that ELED students of batch 2015 has high habit of using the dictionary because a mean score of 3.28 belongs to high category. This means that ELED students of batch 2015 often use the dictionary. They use dictionary mainly to check the meaning of words, translating, and writing. The findings also reveal the types of dictionary used by the students. There are three categories regarding the types of dictionaries used by the students. The first category is based on the format feature content, and the result show that there are 84 students who chose general dictionary, which means ELED students from batch 2015 mostly use the general dictionary. The second category is based on the form, and the result show that 76 ELED students of batch 2015 used an online dictionary. The last category is based on the language, and the result show that 75 ELED students from batch 2015 used bilingual dictionary.

Keywords: habit, dictionary, types of dictionary

Introduction

When learning the English language, students can make various mistakes in pronunciation, grammar, and vocabulary usage. Vocabulary is one of the problems and challenges that are experienced by foreign language students. This statement is supported by Asgary and Mustapa (2011) who said that learning vocabulary is one of the most important challenges that students face in the process of learning a second language.

In learning vocabulary, there are many problems that are faced by students, and understanding all of the materials that her or his teacher explain can be difficult. The problems are understanding meaning words, pronunciation and spelling, and using words properly (Harmer, 2001).

Based on the problems above, there are several ways that can solve this problem, including using a dictionary, watching English-speaking films and listening to English songs (Saengpakdeejit, 2014). However, this research will focus on one way, namely using a dictionary. The researcher is interested to research the use of dictionary in improving vocabulary because the dictionary gives many benefits such as presenting the meaning of the word, the using of the word in the sentence, phonetic spelling, common irregular verbs and regular verb, and all 16 tenses. Similarly, according to Tum (2012) dictionary facilitates the students to give clear definitions and small word lists, present spelling and pronunciation of terms, introduce meaning of terms, and give examples of terms.

Based on the researcher's experience in reading class, the researcher has always used dictionary when she does not understand the meaning of word in reading tasks. The researcher identified that most students used the electronic dictionary applications with their smartphones when they want to know the meaning of a word and when they want to know the ways to pronounce of a word. In addition, the researcher also found that some students use a

printed dictionary or a pocket dictionary. There are many types of dictionary so it may be confusing for students who wants to choose the appropriate dictionary for themselves. Therefore, the researcher wants to know the types of dictionary used by students and the students habit on using a dictionary, particularly students of English Language Education Department a private university in Yogyakarta.

Habit of Using Dictionary

A dictionary is one of way of increasing vocabulary if a student uses it continuously. Continuous practice using the dictionary means the students use dictionary as a habit. Kurz, Gardner, Verplanken, and Abraham (2015) said that habit is a thing that someone performs often. Additionally, a habit is something that is done often and at a regular interval. According to Kutz et.al. (2015) habit is defined as a behavior pattern acquired and fixed by frequent repetition. In other words, habit is a routine that is done continuously which develops in the daily life.

The definition of habit in using dictionary is built by the concept of habit and dictionary itself. Habit is doing something continuously. According to Betty (2015) a dictionary is a collection of words both one and more specific languages, and alphabetically contains the usage of information, definitions, etymologies, phonetics, pronunciations, and translation. It can be concluded that students' habit in using dictionary means the students use the dictionary regularly as a practice and a custom.

Using dictionaries can be seen as a strategy of learning foreign language. Dictionary provides students with access to a vast amount of information about words and their usage. Using a dictionary, the students can check the spelling, pronunciation and constraints of usage of familiar word or search meanings for unfamiliar words.

Dictionary in Language Learning

Dictionary is an essential tool in learning a foreign language. Use of dictionary plays an important role as a tool to find new word in learning

foreign language. In other words, a dictionary plays a very vital role for second language readers to check spelling, to learn new words, to find or check the meaning of a word, and to search for a right word to use (Pe, 2012).

Dictionaries are usually consulted to find meanings, definitions, grammatical descriptions and pronunciations of words (Rao, 2012). Using dictionary can improve students' learning ability. Using dictionary has many benefits. According to Pan (2011), using a dictionary can help students improve vocabulary and increase the number of words that they understand because dictionaries help with spelling, grammar and punctuation rules, as well as pronunciation. In addition, dictionaries often consist of essays on the history of the English, lists of famous people and places, along with a variety of symbols and abbreviations. Some dictionaries include pictures, color photographs, national flags and maps. The use of dictionary plays an important role as a tool to learn new words in the

language that we are learning (Bano, 2007).

Dictionary can also contribute to interest and attitudes toward words that teachers and the students explore. Pan (2011) stated that a dictionary can give information about pronunciation, spelling, word formation, and metaphorical and idiomatic use and profile of a word. Moreover, dictionary gives detailed pronunciation, grammar and usage with explanations written in controlled, simplified vocabulary (Asgary and Mustapha, 2011). In another research, Bejoint (1981) cited in Hamouda (2013) said many French EFL students use dictionaries on a daily basis. The students use dictionaries more often for written activities than for oral activities. Like Koca, Pojani, and Cicko, 2014; Hamouda, 2013 said that students on average use dictionary for writing assignments. Moreover, according to Hamouda (2013); Koca, Pojani and Cicko (2014) the of information checked with dictionary include the meaning of word, spelling, pronunciation, usage, example,

synonym, antonym, grammar, and part of preach. Hamouda (2013) added the students use their dictionary mainly while working on translation.

Types of Dictionary

Dictionaries can be classified by many criteria. According Hartmann and James (1998) dictionaries can be classified into four types or genres. They are based on size, content, form, and languages.

Types of dictionaries based on size. They include pocket dictionary, abridged dictionary, and concise dictionary.

Pocket dictionaries are small sized dictionaries that are portable, for example Oxford Learner's Pocket Dictionary. It does not contain all the words and definitions that an unabridged dictionary contains, but it is much easier to carry around.

Abridged dictionaries are a shortened dictionary version. For example, the Shorter Oxford English Dictionary, fifth edition (thumb indexed, 2 volume).

Concise dictionaries are a reduced version of a larger reference work. Example of concise dictionary is Concise Oxford English Dictionary

Types of dictionaries Based on the content. They are divided into general dictionary and specialized dictionary.

General dictionary. A general dictionary is a type of reference work intended to provide a comprehensive description of the whole language, with special attention to vocabulary. For example, the English-Indonesia 1 billion dictionary. Singh cited in Mihindou (2004) observes that general dictionaries contain words from languages that are generally used to represent various fields of life and present a complete picture of common languages. They are meant for a general user of the language. The general dictionary will contain more or less the entire lexical stock of the language, which is humanly impossible.

Specialized dictionary. A specialized dictionary is a range of reference works devoted to certain

person. Specialized dictionary either cover a specific part of the vocabulary or are prepared for some definite purpose (Mihindou, 2004). Specialized dictionaries concentrate either on more restricted information such as idioms or names, or on the language of a particular subject field such as Tabler's cyclopedic medical dictionary for medical term.

Types of dictionaries based on form. They include manuscript dictionary, print dictionary and electronic dictionary (online and offline dictionary).

Manuscript dictionary. A manuscript dictionary is a dictionary copied in handwriting.

Printed dictionary. A Printed dictionary is paper dictionary. Printed dictionaries have various versions from tiny pocket-sized that is affordable and easy to carry, to large wide-ranging volumes. Paper dictionaries have more detail information about words such as frequency of use grammatical structure usage note and picture (Hamouda, 2013). It is a dictionary in

paper form, for example the Oxford Dictionary and English-Indonesia Dictionary.

Electronic dictionary. An electronic dictionary is a dictionary which data exists in digital form, for example the Alfalink electronic pocket dictionary, apps on smartphone, and the computer. Electronic dictionaries have voice recognition or a scanning device that reads printed text and shows the translation on a small LCD screen or pronounces the translation by voice using the accurate pronunciation. According to Pastor and Alcina (2010), the researcher found that there are two classifications of electronic dictionaries: online and offline electronic dictionary.

Online dictionary. Online dictionaries are more accessible than the CD-ROM format, and most online dictionaries are free. In addition, online dictionaries can be consulted on any computer with Internet access, and the dictionary does not have to be installed in the computer in order to use it (Pastor and Alcina, 2010). Koca, Pojani and Cicko (2014) said

that half of the respondent of their research preferred online dictionary because it is fast and easy to use.

Offline dictionary. Offline dictionaries generally provide more search techniques than online dictionaries, and are more stable and durable. Hamouda (2013) said that offline dictionary is portable, easy, and quick to use.

Types of dictionaries based on language. They include monolingual dictionary, bilingual dictionary and bilingualized dictionary.

Monolingual dictionaries. According to Tum (2012) a monolingual dictionary is a dictionary which is designed for using one language or focus on a single language. It means that it uses the same language between the words and the definitions so that it can be used as a reference for foreign language learners. Some examples are the Oxford English dictionary or English-English dictionary. Bejoint believe that second language students used monolingual dictionaries (as cited in Yaman, 2015).

Bilingual dictionaries. A bilingual dictionary is written in two languages and are designed for individuals who are native speakers of a particular language learning another language as second language. For example, the English-to-Indonesian and Indonesian-to-English dictionaries. According to Taylor as cited by Fan (2000), half of the students in their research used bilingual dictionaries. Bilingual dictionaries include both the native and target language, and translations are given in both languages since the goal is to help the user understand the meaning (Tum 2012).

Bilingualized dictionary. According to Kaalep and Mikk, 2008 cited in Tum (2012) bilingualized dictionary is a type of dictionary based on a monolingual dictionary with entries that have been translated in full or in part into another language, for example the Indonesia-English-Arabic Dictionary. This dictionary is most often used by someone who wants to learn more than two languages.

Research Methodology

This research used quantitative and especially in survey design. This study was conducted at English Language Education Department of private university in Yogyakarta. There were several reasons why the researcher chose English Language Education Department as a place to research including accessibility, effectiveness of time in doing research and they applied some subject that needs dictionary during the teaching and learning process. The data collection was conducted on April 2018. The total population of this research was 118, the sample was 99 students and this research used convenience sampling.

Instrument of the research was questionnaire. The research used questionnaire because questionnaire is a data collection technique for measuring variable to be studied (Sugiono, 2011). The questionnaire of this research was in form of statements. The form of questionnaire was close ended statements because the researcher provided alternative answers so the respondents can directly choose appropriate answers. The first part of the questionnaire was used to access the students' habit on using dictionary. The questionnaire was adapted from Koca, Pojani, & Cicko (2014). The statement consisted of 17 items. The respondent gave response to the instruments items by giving a mark on one of the 5 scales. The scales include "never", "rarely", "sometimes", "often," and "always".

The second part of the questionnaire was to examine the types of dictionary. In this part, the questionnaire consisted of 8 close ended statements. The answer of statement used the four-point Likert scale that are "strongly agree", "agree", "strongly disagree", and "disagree".

The data analysis process used the statistical package for social science (SPSS) version 24.0. The statistic software, SPSS version 24.0 was used to answer the research questions. This research employed descriptive statistical analysis. Descriptive statistics are statistics used to analyze the data in ways that describe the data that has been collected (Sugiyono, 2011).Descriptive statistics is used to find frequencies, percentage, mean and median. The

mean score of each item were classified based on the categories to infer the general information of the respondents' responses. The categories used based on the interval formulation from Supranto (2008). The formulation was

$$C = \frac{X_n - X_1}{k}$$

Where:

C: The range prediction (class width, class size, class length)

k: The number of class that research wants

X_n: The maximum score of variable

X_1: The minimum score of variable

Based on the formula, the category of mean score can be seen in the table 3.4 below:

Table 3.6
The categories of student habit on the use dictionary

Interval	Category
1.00 – 2.00	Low
2.01 – 3.00	Average
3.01 – 4.00	High
4.01 – 5.00	Very High

The table showed mean score of interval and category. An interval category of student habit on the use of dictionary is 4.01 - 5.00 interpreted by very high, which means that the students always use a dictionary for 7 days a week. An interval of 3.01 - 4.00 interpreted high; which means that students often use a dictionary for 3-5 days a week. An interval of 2.01 - 3.00 as an average category that said to be an average category, which means students sometimes use a dictionary for 2-3 days a week. An interval of 1.01 - 2.00 was low, it said to be low which means students rarely category use dictionary only 1 day per week.

Finding and Discussion

Finding 1: Students habit on the use of dictionary.

Table 4.18
Students habit on the use dictionary

N	Valid	99
	Missing	0
Mean		3.280
Median		3.290
Mode		4
Std. Deviation		0.526

The main score for students' habit on the use of dictionary was 3.280. This score belongs to "high"

category. It meant that ELED student batch 2015 had high habit on the use dictionary because they often use dictionary.

Then based on the descriptive statistic table, the first highest mean score in the student habit on the use dictionary came from "I use a dictionary to look up the meaning of word or phrase". The mean score was 3.57. It implied that most ELED students used a dictionary to find out a new word or an unfamiliar phrase. The finding confirms what was discovered in other studies on dictionary use where the students mostly checked their dictionary for the meaning of words (Hamouda, 2013; Koca, Pojani and Cicko, 2014). The second highest mean score was 3.53 for the statement "I use a dictionary to translate from Indonesia into English". It can be implied that ELED students often used a dictionary to translate from Indonesia to English. This finding is in line with Hamouda (2013) who stated that the students use their dictionary mainly while working on translation. The third highest mean score came from

the statement "I use the dictionary when I want to write in English. The mean score was 3.53. This implied that the ELED students often used a dictionary when students want to write in English. This is in accordance with that of Koca, Pojani and Cicko, 2014; Hamouda, 2013 who concluded that students on average use a dictionary for writing assignment. Students can use dictionary in writing assignment such as write thesis, paper, essay and skripsi. Dictionary can help in writing activity because a dictionary has many information such as the meaning of word, grammar, example of word usage and part of speech. For example, if the students want to write or express their idea in English but they do not know the word in English, the students can look it up in the dictionary.

Finding 2: The types of dictionary used by students. In this study, there are three categories in the types of dictionary.

The first category is based on the content format feature. They included general dictionary and specialized dictionary. Regarding the

descriptive statistics table, the mean score of general dictionaries were 3.02 and belonged to the "always category". Then, the specialized dictionary mean score was which 1.77 belonged to seldom category. 84 students chose general dictionary and just 10 students chose specialized dictionary. General dictionary had a high mean score. It means that general dictionary was used more by students of ELED batch 2015 than specialized dictionary. Students use general dictionaries because they contain common or general language. As Singh (1982: 18) cited in Mihindou (2004) general dictionary contain words from language from a more general side of one or several languages.

The second category is based on form. They included print dictionary and electronic dictionary (online dictionary and offline dictionary). Dictionary based on form was ranked by mean value. First rank is online dictionary. Online dictionary is a dictionary work available via a computer network such as the internet (Pastor and Alcina, 2010)). The mean

value was 2.96. Based on the mean value this belongs to "often" category. The number of students who chose online dictionary is 76. It means that most of ELED students often used an online dictionary. The reason why the students choose online dictionary is because it is easy to use. Similarly, Koca, Pojani and Cicko (2014) said that half of the respondents of their research preferred to use online dictionary because it is fast and easy to use, and they could access it from the internet. This may be due to the fact that these students could get access to the internet whenever and wherever they want. However, if the students do not have internet access, an offline dictionary or a paper dictionary may be more convenient to them (Hamouda, 2013). Offline dictionary is the second rank. The mean value was 2.89 which belongs to the "often" category. The total of students chose offline dictionary were 73. This implied that students often used offline dictionary. The students use offline dictionary because it is easy to use, do not require internet access, and quick to use. This finding is in

line with Hamouda (2013) who said that 28% of their respondents used offline dictionary because of its portability, accessibility, speed of use and provision of speech. The last rank is Paper dictionary. The mean value was 2.85 which belonged to the "often" category. The total of students who agree to use paper dictionary was 74 students. Paper dictionary proved more detail and information about words such as frequency of use grammatical structure usage note and picture (Hamouda, 2013).

Third is based on language. Categories based on language are monolingual dictionary, bilingual dictionary and bilingualised dictionary. Based on the descriptive statistic, the highest mean score was achieved by the bilingual dictionary. It was 2.92 and belonged to the "often" category. It meant that ELED students of batch 2015 often used bilingual dictionary. Then, there were 75 students who use bilingual dictionary. This finding is in line with what Taylor (1988) as cited by Fan (2000) who found in their research that half of students used bilingual

dictionary. A similar result was found in the research of Baxter (1980). The reason why students used bilingual dictionary was because it might be useful to students of second language to translate or look up the meaning from mother tongue into target language or from target language into mother tongue. Bilingual dictionaries include both native and target language, and translations are given in both languages since the goal is to help the user understand the meaning (Tum, 2012). The second highest mean score is monolingual dictionary that had a mean score 2.90 and belonged to the "often" category. 74 students chose monolingual dictionary, so it means that student often use monolingual dictionary. This is in line with Bejoint (1981) who believed that English Foreign Language students used monolingual dictionaries (as cited in Yaman, 2015). It means that ELED student use monolingual dictionary because it helps them to get into a habit of thinking in the target language. In addition, while using monolingual dictionary users have to think in English and the words have to be

understood in terms of other English words. The last is bilingualized dictionary that had a mean value 1.84. Based on the mean value, it belongs to the "seldom" category. Then, only 17 student use bilingualized dictionary. It is because bilingualized dictionaries are used by someone who wants to learn more than two languages (Tum, 2012).

Conclusion

In the conclusion, the researcher presented a summary based on the result of the two research questions. The first research question was, "how is the habit of ELED students' on the use of dictionary?". The result shows that ELED students of batch 2015 had a high habit of using the dictionary. Students frequently use the dictionary to check the meaning of a word or phrase, to translate from Indonesia into English, and to write.

The second research question of this study was "what types of dictionary are used by ELED students?". There are three categories regarding the types of dictionary. In the first category based on the format

feature content, the result shows that 84 ELED students of batch 2015 mostly always use general dictionary. In the second category based on the form, the result shows that 76 ELED students of batch 2015 often use online dictionary. In the third category based on language, the result showed that 75 ELED students of batch 2015 often use bilingual dictionary.

Therefore, the findings of this study clearly indicate that all of students of English Language Department Students batch 2015 had high habit on using dictionary.

Recommendations

Based on the results of this research, there are some suggestions proposed for several parties namely the students, the teachers/lecturers, and other researcher/future researchers in similar study.

For students. ELED students of batch 2015 are suggested to use dictionary because dictionary can give many information such as meaning, part of speech and pronunciation. Then, the students should choose the appropriate kind of dictionary for themselves.

For lecturers. The lecturers should be aware of the students' habit in using dictionary in teaching and learning process. Then, the lecturers should give knowledge about the usefulness of dictionary and the lecturers can choose the type of dictionary that is suitable for students.

For other researchers. For other researchers who are interested in investigating the same topic, they should conduct the research in the descriptive qualitative method, so the other researchers can get the data and results more deeply. Besides, different populations may raise different results, so other researchers should conduct this topic in other places with different participants and sample. Then, the researcher suggests to other researchers to investigate in detail and depth about each types of dictionary.

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